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| Break Out Session #2: | | Grade |
| MO:20 min  A: 40 min  C: 15 min  75 min | Math Learning Goals   * Participants will write/match learning goals that are based on curriculum expectations * Plan consolidation questions that are tied to the learning goal and focus on the important math in the lesson | Materials   * BLM2.1The House * Highlighters (2 colours) * packages of BLM2.2 and BLM2.3 * Chart paper and markers |
|  | Individual 🡪Whole Group Discussion  Hand out individual copies of The House (*I Read It But I Don’t Get It*, Cris Tovani, 2000). Participants read the article and circle what they think is important. Participants are asked to read the article a second time and use a highlighter to mark places in the text a robber would find important. They then read the article a third time and use a different colour marker to highlight any places that a prospective homebuyer might think are important.  Ask the group what they noticed about the three times they highlighted the text (first time was hardest due to no purpose)  Together make a list for what is important for the robber and the homebuyer; discuss any items that are common to both lists – why important.  Summarize by establishing that having a purpose to reading makes it easier to identify the important points in the reading. |  |
| Minds On… |
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|  | Pairs🡪Share Discussion  Pairs of participants will choose either the Matching Activity or Writing Activity.  Differentiate activity based on the comfort level of the participants in writing goals.  For the Matching Activity (BLN2.2), pairs receive packages of curriculum expectations, learning goals written for the expectations, consolidating questions, and problems that could be used for the lesson. Pairs match the expectations, learning goals and consolidating questions then attach them to a problem and the big idea. Pairs should do the problem.  For the Writing Activity(BLM2.3), pairs are given a problem (use same problems as above) and they begin by doing the problem. Then they determine which expectations could be addressed using the problem; they then write the learning goals and consolidating questions for the lesson.  **Curriculum Expectations/Learning Goals/Observations/Mental Note**: Observe participants understanding the connection between the expectations, learning goals and consolidation questions.  Pairs find their counterpart with the same problem. Discussion of the important math in the problem along with discussion of the learning goals, consolidation questions and the big idea. | Packages of expectations, learning goals, consolidation questions and problems are prepared in advanced |
| Action! |
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|  | Whole Group🡪Discussion  Questions to discuss:  What are some of the important differences between the curriculum expectations and the learning goal?  Why is it important that we make this distinction?  When choosing problems for the lesson, why is it important that teachers solve the problem first?  Would you always state the learning goal at the beginning of the lesson? Why or why not? | One facilitator leads the discussion while the second facilitator records responses on chart paper. (auditory/visual) |
| Consolidate Debrief |
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| Reflection | Home Activity or Further Classroom Consolidation  Record important ideas in the Important Book. |  |

2.1 The House

I currently have a scanned version from the book – would it be best to retype it so that the text is clearer.

2.1 Expectations Learning Goals and consolidation Questions for the Matching Activity